



## Sample BDA Lesson (K-2)

In this sample lesson, students read *Otis* by Loren Long, practicing literacy skills as they develop an understanding of the before, during and after reading process. Find a free online copy of the book from where we adapted this lesson at:

<http://www.wegivebooks.org/books/otis---rfr-english>

**Duration:** 45 minutes (with options to extend learning)    **Grade Levels/Ages:** K-2/4-7 year olds

### Learning Objectives

- Understand the before, during and after reading process
- Make predictions
- Learn new vocabulary
- Demonstrate comprehension of the story read aloud
- Participate in discussion (e.g. asking questions, making comments)
- Respond to text in meaningful ways through writing or drawing
- Develop group work skills such as working together and listening to others

### Materials Needed

- A copy of the book *Otis* (If using free online copy of *Otis*, utilize smart devices such as tablets or project book onto smartboard or projector screen for students to look on)
- Chart Paper
- Writing or drawing paper
- Crayons/colored pencils
- Resources on farms and/or farm animals (for extending the learning)

### Preparation

- Read the book *Otis*, and develop questions for “During Reading” discussion.
- Begin a word wall or chart of the new vocabulary words that the story introduces.
- Create a KWL chart for recording students' prior knowledge, questions, and what they learned

K (what they Know)	W (what they Want to know)	L (what they Learned)



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### What to Do

#### BEFORE READING:

- Preview the cover of the book by pointing out the title, author and picture.
- Ask students about what they know and what they want to know about farms, cows, and tractors. Record students' answers under the K and W of the KWL chart and post it on the board or on a wall, adding to the chart as they learn more.
- Ask students to make predictions about what will happen in the story.
- Introduce new vocabulary words and add new words to a word wall or chart while reading the book, e.g. bales, bawl, calf.

#### DURING READING:

- Read the book aloud.
- Ask questions to promote comprehension. Examples include:  
What did Otis do to make the calf feel comfortable and safe in her new home at the farm?  
Why did the farmer buy the new tractor?  
Why couldn't Otis stay in the barn when the new tractor came to the farm?  
How did Otis feel when the new tractor came to the farm?  
What did Otis learn about himself when he saved the little calf from mud pond?

#### AFTER READING:

- Discuss the themes of the story (e.g. friendship, loyalty and trust, what makes you special or gifted) and record what students learned to complete the KWL chart.
- Ask students for questions or initial responses to the ending.
- Have students complete an illustrated response to reading: e.g. Story Map
  - Ask students to draw out the beginning, middle, and end of the story or favorite parts of the story.
- Extend learning if time permits. Practice fluency by guiding students through re-reading *Otis* using choral reading and echo reading strategies. Continue to read books about farms and/or farm animals and students work in groups to write a sequel to *Otis*.

#### Evaluate (Outcomes to Look For)

- Students show an understanding of the characters, setting, plot and themes of the story.
- Students increase in background knowledge and vocabulary related to the reading content.
- Students grow in understanding of the before, during and after reading process.
- Students work together to create a response to reading.



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<b>Description/theme of lesson:</b> Reading lesson on the book: <i>Otis</i>	<b>Grade Level:</b> K-2	<b>Time Period:</b> 45 minutes	<b>Date:</b> 6/27/2014
<b>Learning Objective(s):</b> Understand the before, during and after reading process, Make predictions, Learn new vocabulary, Demonstrate comprehension of the story read aloud, Participate in discussion (e.g. asking questions, making comments), Respond to text in meaningful ways through writing or drawing, Develop group work skills such as working together and listening to others			
<b>Materials Needed:</b> A copy of the book <i>Otis</i> , chart paper, writing or drawing paper and crayons/colored pencils, resources about farms and/or farm animals (If using free online copy of <i>Otis</i> , utilize smart devices or project book onto smartboard or projector screen for students to look on)			
<b>Preparation:</b> <ul style="list-style-type: none"><li>Read the book <i>Otis</i>, and develop questions for discussion.</li><li>Begin a word wall or chart of the new vocabulary words that the story introduces.</li><li>Create a KWL Chart for recording students' prior knowledge, questions, and what they learned</li></ul>			
<b>BEFORE READING</b>	<b>DURING READING</b>	<b>AFTER READING</b>	
<b>Purpose:</b> Activate prior knowledge, make predictions, discuss vocabulary	<b>Purpose:</b> Engage with the text, self-monitor comprehension	<b>Purpose:</b> examine questions that guided reading; respond to text through writing/drawing	
<b>Strategy:</b> Preview, KWL Chart, Using a Vocabulary word wall or chart	<b>Strategy:</b> Read Aloud, Asking during-reading questions	<b>Strategy:</b> Discussion, Using a graphic organizer to summarize	
<b>Procedure:</b> 1. Preview the cover of the book by pointing out the title, author and picture. Ask students about background knowledge about farms, cows, and tractors to record students' answers on a KWL chart. 2. Ask students to make predictions about what will happen in the story. 3. Introduce new vocabulary words and add new words to a word wall or chart while reading the book, e.g. bales, bawl, calf.	<b>Procedure:</b> 1. Read aloud the book. 2. Ask questions to promote comprehension, e.g. Why did the farmer buy the new tractor? How did Otis feel when the new tractor came to the farm? 3. Ask students for additional questions or responses to the text.	<b>Procedure:</b> 1. Discuss the themes of the story, e.g. friendship, and ask students what they learned to complete the KWL chart. Ask students for questions or initial responses to the ending. 2. Have students complete an illustrated response to reading (e.g. Story Map). Ask students to draw out the story map or favorite parts of the story. 3. Extend learning if time permits. Continue to read books about farms and/or farm animals. Students work in groups to write a sequel to <i>Otis</i> .	
<b>Evaluate (Outcomes to Look For)/ Additional Notes</b> <ul style="list-style-type: none"><li>Students show an understanding of the characters, setting, plot and themes of the story.</li><li>Students increase in background knowledge and vocabulary related to the reading content.</li><li>Students grow in understanding of the before, during and after reading process.</li><li>Students work together to create a response to reading.</li></ul>			